DOCUMENT RESUME

ED 188 392 EC 124 352

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TITLE Vocational Special Needs: A Co-operative Project Between a Career Employment Experience Program and a Related Vocational Instruction Program.
PUB DATE Apr 80
NOTE 17p.: Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-32).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Education; Cooperative Education; *Cooperative Programs; Experiential Learning; Job Training; *Mild Mental Retardation; Program Descriptions; Secondary Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS *Career Employment Experience Program; Georgia; *Related Vocational Instruction Program

ABSTRACT

The paper describes the Related Vocational Instruction (RVI) and Career Employment Experience (CEE) Programs at a Georgia high school and explains how the programs cooperated to better serve the needs of the educable mentally handicapped students in the school. The goal of the RVI program is to provide secondary handicapped students with job entry level skills in a broad or specific occupational cluster. Implementation is accomplished either through supplemental instruction to the handicapped students or resource instruction in the regular vocational setting. The CEE program is a paid work experience designed to help develop general employment abilities and attitudes in either in school or out of school youth between the ages of 16 to 21 years. Wages are paid by the program and participants work from 5 to 40 hours a week. To meet the needs of educable mentally retarded students at one Georgia high school a plan was devised which combined the two programs. (An outline of the project and a case history are provided.) (PHR)

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VOCATIONAL SPECIAL NEEDS

A Co-operative Project between a
Career Employment Experience Program
and a
Related Vocational Instruction Program

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April 22, 1980

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VOCATIONAL SPECIAL NEEDS

A Co-operative Project between a
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Related Vocational Instruction Program

Simply stated, this paper proposes to introduce the reader to the Related Vocational Instruction and Career Employment Experience Programs of a Georgia High School, in particular Clarke Central High in Athens, Georgia, and to explain how these two programs entered into a co-operative agreement to better serve the vocational needs of the handicapped students in that school. The paper will consist of four parts: 1.) a brief explanation of the Related Vocational Instruction Program, 2.) a brief explanation of the Career Employment Experience Program, 3.) an explanation of the co-operative project undertaken by the two programs, and 4.) a brief case history of a student involved in the project.

Related Vocational Instruction (RVI)

Recent federal legislation, Public Laws 94-142 and 94-482, have mandated the interface of both special and vocational education. In compliance with this legislation and a statewide commitment to more adequately serve the handicapped secondary youth of Georgia, the Related Vocational Instruction Program (RVI) was conceptualized. The implementation of this program is a joint effort between representatives of the disciplines of special and vocational education.

The immediate thrust of this program is to enhance the vocational aspects of the handicapped learner's education. Through the Individual Education Plan (IEP), devised jointly by special and vocational educators, a prescribed course of action is determined which outlines the individual student's long range goals, short term instructional objectives and appropriate criteria for measurement of the stated goals and objectives. The RVI teacher is responsible for providing instruction of a vocational nature that is directly related to the skills being developed in the regular vocational education program.

The goal of the RVI program is to provide handicapped learners at the secondary level with job entry level skills in a broad or specific occupational cluster. Special or vocational education cannot singularly provide for the handicapped student in this regard. There must exist a cooperative bond between both disciplines, and this program is designed to provide such a thrust. The RVI teacher, therefore, operates in conjunction with other school programs and agencies whose purpose is to serve handicapped learners. Related vocational instruction, not isolated academic instruction or simply job placement, is the most important aspect of the program.

The way in which the Related Vocational Instruction Program is implemented within the local school setting is governed by the previously mentioned program goal; to provide youth at the secondary level with job entry skills in broad or specific occupational clusters. "The objectives in relationship to this goal signify the mission of RVI personnel in the local system;

1. To implement a supplemental vocational program for secondary handicapped learners.

2. To provide the secondary handicapped learner with the opportunities to successfully enter and participate in all existing vocational education programs at the level nearest the individual student's needs and capabilities.

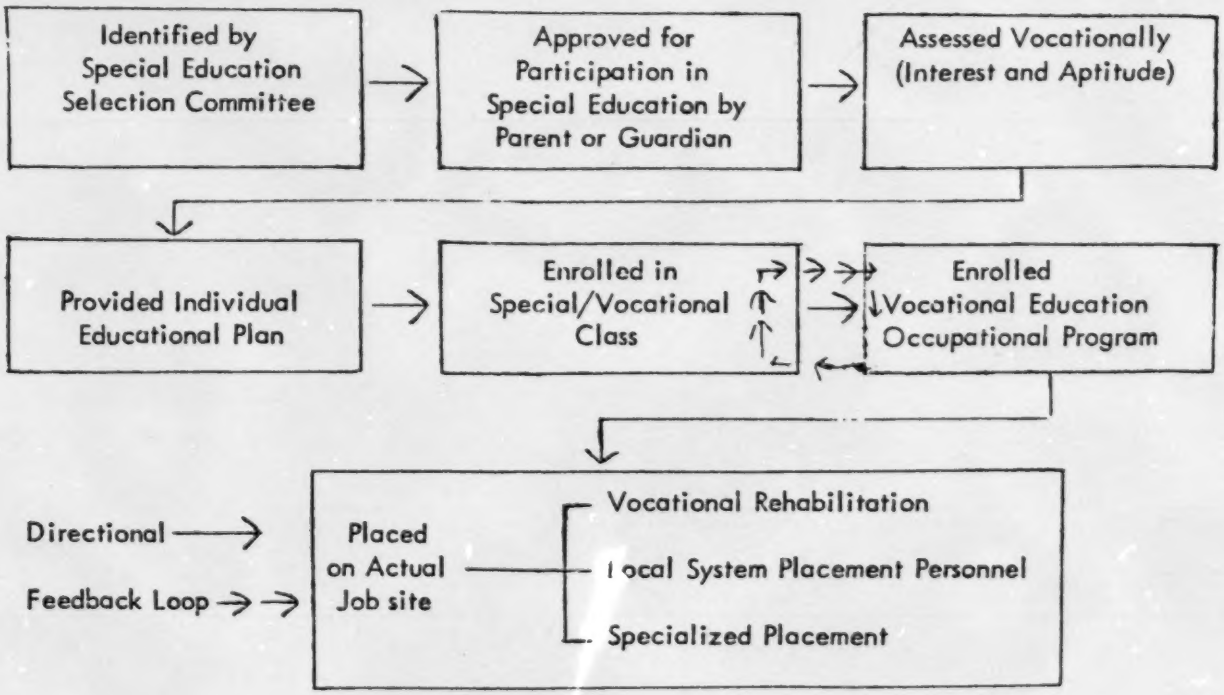
3. To monitor the handicapped learner's entry and participation in existing vocational education programs." (Doug Gill, 1978, pg. 5)

There are basically two ways to implement the RVI program in the local school.

One is to meet with handicapped students enrolled in regular vocational classes one or two hours a day outside of the regular class and to give resource instruction related to the vocational class they attend at another time during the day. Another method of implementation is to provide resource instruction within the regular vocational class setting. That is, to in a sense team teach with the regular vocational teacher in the vocational class or lab. There are advantages and disadvantages to both methods and the choice of implementation in large part depends on the individual needs of the handicapped learner.

"In order to actually perceive how this program operates within a given school, the following diagram may prove to be of some benefit." (Doug Gill, 1978, pg. 6)

STUDENT FLOW CHART


Identified by Special Education Selection Committee
Approved for Participation in Special Education by Parent or Guardian
Assessed Vocationally (Interest and Aptitude)
Provided Individual Educational Plan
Enrolled in Special/Vocational Class
Enrolled Vocational Education Occupational Program
Directional
Feedback Loop
Placed on Actual Job site
Vocational Rehabilitation
Local System Placement Personnel
Specialized Placement

Initial efforts in this program have focused on what the RVI teacher is to do. The special education slots, that the local system agrees to use exclusively with this program, are assigned set state-approved duties and tasks. When these duties and tasks are bound together in a subordinate fashion, they constitute the Related Vocational Instructor's job description. The job description, which follows, is aimed towards having these trained and certified special education personnel provide supplemental services to both the handicapped learner and his or her vocational area teacher.

JOB DESCRIPTION FOR RELATED VOCATIONAL INSTRUCTION

"Duty One: Provide direct vocational instruction of an academic nature that will assist handicapped students in successfully entering and participating in all existing vocational education programs.

Task: A. Obtain, from the appropriate vocational area teacher, a list of the basic requirements for entry and participation in all vocational education programs.

B. Determine ways in which those requirements and/or programs can be be modified to accommodate the individual handicapped learner in conjunction with the appropriate vocational instructor.

C. Identify, obtain and utilize instructional materials related to individual handicapped learner characteristics that will assist those learners in successfully entering and participating in vocational education.

D. Modify the instructional media, materials and equipment utilized in the vocational areas for the unique characteristics of identified handicapped learners.

E. As needed, provide related instruction for individual learners as outlined by the appropriate vocational instructor.

F. Assist vocational instructors in evaluating whether or not individual handicapped learners are meeting terminal and enabling objectives outlined in Individual Education Plan (IEP).

G. Establish and maintain positive working relationship with all vocational personnel.

H. Counsel regularly with instructors implementing vocational aspects of IEP.

I. Determine most appropriate job placement strategy for individual students in conjunction with local director of special education, vocational cooperative program coordinators, local ancillary services and specialized placement outlets.

J. Provide instruction relative to individual placements in cooperation with placement source.

Duty Two: Be functional member of special education's individual education plan, providing vocational input in consultation with appropriate vocational instructor.

Tasks: A. Attend all IEP staffings relative to specified handicapped secondary learners.

B. Provide information in IEP staffings regarding individual student vocational interest and aptitude, and related to current vocational offerings.

C. Suggest most appropriate vocational education program or outlet for identified learner with corresponding interest and aptitude.

D. Identify together with vocational instructor, for IEP, terminal and enabling vocational objectives for handicapped students.

E. Assist in monitoring the implementation of vocational aspects of IEP.

F. Assist in evaluating vocational aspects of IEP, and report fingings to IEP team in order for IEP to be effectively updated.

Duty Three: Assist in vocational interest and aptitudes assessment of handicapped students participating in program.

Tasks: A. Identify local agencies that can provide vocational interest and aptitude assessment, such as vocational rehabilitation, Easter Seals and area vocational-technical schools.

B. Arrange for local agencies to provide vocational interest and aptitude assessment through the local director of special education.

C. Identify interest and aptitude assessments that can be administered by special/vocational teacher if local agency participation not feasible.

D. Compile and record results of assessment relative to individual learners." (Doug Gill, 1978, pgs. 7-9)

The Related Vocational Instruction Program is an approach where handicapped learners are afforded equal access and opportunity to vocational services that are available to the non-handicapped. It was designed to be simple, practical, and most importantly, functional. The RVI program has made vocational education for many handicapped students in Georgia a reality.

Career Employment Experience (CEE)

Career Employment Experience is paid work experience designed to help develop general employment abilities and attitudes in out-of-school or in-school youth between the ages of 16 and 21 who are need assistance in developing job skills and obtaining employment. Work sites can be with any non-profit agency or employer. (Examples are in school, in government agencies, and in service agencies). Wages and benefits are paid in full by the program. Participants may work from 5 to 40 hours per week depending upon their individual plan and need. Sponsoring employers are expected to closely supervise participants' work. Other services, including wage payments, are the responsibility of the program.

On-the-job training is the capstone of the program. Working with the Local Office of the State Department of Labor, contracts can be written with any employer to cover one-half of the youth's wages and benefits. These contracts will be for a specific period of time depending on the job. Training may be for 8 to 40 hours per week. Payments to the employer will be on a reimbursement basis.

The program will work with schools, public agencies and employers to obtain

training and work experience for the youth served. Each participating school's program will be slightly different to help insure meeting the specific needs of the youth, school and community served. Some schools will offer special classes while others will use existing classes. All programs will identify and use other available community services. Every program will offer career employment experiences and on-the-job training. Services will be based on an Employability Development Plan individually designed for each youth served.

This program, operated by Northeast Georgia CESA, provides 350 slots, area wide, to providing economically disadvantaged and handicapped school youth with the opportunity to obtain career employment work experiences that should enable the participants to more easily obtain unsubsidized, permanent employment upon graduation.

The CEE Program operates under the prime sponsorship of the Balance of State and under the program operation of Northeast Georgia CESA. CEE falls under YETP, Title IV, Part A of the Comperhensive Employment and Training Act as reauthorized by the CETA Amendments of 1978. YETP (Youth Employment Training Program) is designed to make available to youth a broad range of employment and training services designed locally and adapted to local needs. The program explores methods of dealing with the structural unemployment problems of youth and the immediate difficulties of youth in need of and unable to find jobs. Participating youth are to be provided with constructive work experiences which will improve their ability to make career decisions and which will provide them with basic work skills needed for regular employment or self-employment.

In the Federal Register (Vol. 44, No. 192, Tuesday, October 2, 1979) under rules and regulations for the YETP program, the eligibility of the handicapped for participation is stated. That statement is: "Appropriate efforts shall be made to give service to those youth who have severe handicaps in obtaing employment, including but not limited to those who lack credentials, those who require substantial

basic and remedial skill development, those who are women and minorities,...those who are physically or mentally handicapped, those with dependents, or those who have otherwise demonstrated special needs..."

The CEE program offers employers incentives for accepting student-participants as employees, including CETA paid wages, a closely supervised in-school program where students may receive academic credit for work experience, counseling for students, classroom instruction for students in developing employability skills, and the transition teacher to serve as a liason between the employer, the student and the school. These incentives and the program purposes make this program a good vehicle for providing real work experience for handicapped students.

Co-operative Project

At Clarke Central High School, Clarke County School District, Athens, Georgia, the Career Employment Experience transition teacher, Mrs. Carol Bradley and the Related Vocational Instruction teacher, Mr. Guy Parkinson realized a need to better meet the educational needs of the Educable Mentally Retarded population, specifically their vocational education. There existed a need for an educational alternative for educable mentally retarded students to the 50 minute, 6 classes per day structure of Clarke Central High School; an alternative for which high school credit hours could be earned toward graduation. The need also existed for eligible students to fill five-hour per week slots in the CEE program; students whose individual education plan suggested that they needed specific in class instruction and on the job training.

The two teachers, in reviewing the goals and purposes of the respective programs, discovered that a co-operative plan to meet the needs that existed would result in a strengthening of their programs and would result in a better education for the students. The rationale was that one of the basic needs for EMR students in the secondary schools is vocational education. The students need to be afforded every opportunity to prepare for becoming contributing members of today's society; not only for the

benefit of society, but most importantly, for their own edification, enjoyment, and well-being.

Often the secondary curriculum for the EMR does not reflect this need. With mainstreaming the emphasis has been to return the student to the regular class; a worthy plan, but one that too often may not meet the need of the student. The regular class curriculum reflects the needs of the general secondary population, not EMR's, and specifically not their vocational needs. Special personnel are needed to insure that if a student is mainstreamed into a regular program, his or her special needs due to a handicapping condition can be successfully met.

Therefore, whenever possible it is appropriate and even necessary to incorporate the EMR student into existing programs that do emphasize vocational education and the vocational needs of students; especially programs that afford students the opportunity to transfer skills learned in the classroom to actual work experience. The CEE program at Clarke Central High, under the supervision of Mrs. Carol Bradley, is such a program. A co-operative plan, therefore, was established between the CEE program and the RVI program, under the supervision of Mr. Guy Parkinson, in an effort to better serve the educational needs of EMR students at Clarke Central.

Following is a brief outline of the proposed co-operative project undertaken at Clarke Central High School:

I. Personnel Resources Available:

Personnel involved in the cooperative agreement include; the EMR Resource teacher, appropriate regular vocational instructors, the Vocational Rehabilitation Counselor, the Career Employment Experience Transition teacher and the Related Vocational Instruction teacher.

II. Goals for Project:

1. To provide an educational alternative to being in six, 50 minute classes per day.
2. To provide EMR students an appropriate alternative to the standard

secondary curriculum.

3. To provide EMR students with specific instruction in job entry level skills.
4. To identify and certify seven or eight EMR participants for the CEE program in Clarke County. This would equal 10% of available slots.
5. To identify and set up appropriate work sites for each handicapped student. An appropriate site would be one that is suited to the student's interest and ability, one where the student would be accepted, a site where the student can have a positive learning experience, and one that is accessible to the student with regard to transportation.
6. To work with the student and employer to ensure that the work experience is beneficial to both parties.
7. To provide EMR students the opportunity to use skills learned in the regular vocational program in a "real" work setting.
8. To enable students to build a firm foundation in preparation for post graduation experiences.

III. Objectives: behavioral/performance:

1. The student will participate in the Career Employment Experience class one hour per day.
2. The student will participate in an on the job placement that reflects the student's career goals and/or the immediate vocational needs of the student.
3. The student will be able to demonstrate understanding of basic job skills to include punctuality on the job, good grooming habits, figuring correct wages, following directions, and ability to fill appropriate forms.
4. The student will demonstrate good work attitudes, positive self concept, self confidence, and appropriate interpersonal relationships.

IV. Project Implementation:

1. The RVI teacher will make recommendations to the CEE teacher for possible candidates into the program.

2. The CEE, RVI and Vocational Rehabilitation personnel will meet to discuss and evaluate the appropriateness and the availability of placement for each referral.
3. The CEE teacher will interview each program participant, explain the program application forms and follow whatever procedure is necessary to secure the completed forms.
4. After verification of the application information the application will be submitted to the Department of Labor for certification by the CEE teacher.
5. A parent interview will be scheduled by the RVI teacher and the parent, student, CEE, RVI and VR personnel will work together to choose an appropriate work site.
6. An interview with the employer at the chosen work site will be scheduled.
7. The CEE teacher will meet again with the employer to complete all necessary paperwork.
8. The student's work experience will be monitored weekly by the CEE and RVI teachers.
9. Students will be evaluated twice quarterly for academic credit by the work site supervisor and the CEE and RVI teachers.
10. Students will be scheduled into an appropriate related vocational class if this has not already been done.
11. The CEE and RVI teachers will provide in-class instruction in the specific CEE class and the RVI teacher will provide resource instruction in all other related vocational classes.
12. The Vocational Rehabilitation counselor will provide formal assessment for any student for which the service is recommended.
13. The CEE and RVI teachers will regularly assess and evaluate the in-class progress of the participants using the individual education plan as a guide.

V. Evaluation:

Student-

1. The CEE and RVI teachers will evaluate the students' class performance in a variety of ways; written and oral evaluation, simulated demonstrations and class presentations and projects.
2. The on the job supervisor will evaluate the student twice quarterly using the 30 and 60 day evaluation forms provided by the CEE teacher.
3. The CEE and RVI teachers will evaluate the on the job performance weekly providing counseling and instruction in areas of strength and weakness.
4. The student will complete a self evaluation check list twice quarterly or more often if so desired.

Program-

1. Through first hand observation, the University of Georgia instructors will evaluate whether or not the goals and objectives are being met.
2. After three weeks of implementation the RVI and CEE teachers will evaluate the effectiveness of the plan in terms of numbers of students enrolled in class, numbers of students successfully placed on work sites, degree to which individuals are performing their responsibilities as set forth in the project plan and then will make recommendations for any needed changes in the plan. This step will be repeated at the end of eight weeks and again at the end of the school quarter.

Case History

Following is a brief case history of one of the project participants. Although only one example is being presented, the participant does reflect the overall results of the project most clearly and is very representative of all the project participants to date.

The student used as an example for the project is male, 17 years of age, in the tenth grade, living with parents, a sister, and one brother, has been enrolled at Clarke Central High School for three years and should presently be in the eleventh grade. The student is characterized as a very likeable young man who is extremely playful and mischievous. He is a hard worker on the job but has great difficulty functioning in the regular classroom. Teachers continually say that the student is a disturbance and seemingly uninterested in school. A variety of disciplinary actions were taken by the school's administration with little effect. Even though teachers feel that the student is uninterested in school it is quite apparent that much of the student's activities center around the school and he is constantly there; either for sporting events or other extra curricular activities. The student is identified and staffed as educabe mentally retarded.

During the student's first year at Clarke Central he earned 3[illegible] of 90 attempted academic hours. Fifteen of those hours were in physical education, fifteen were in remedial EMR resource classes, and 5 were in a regular vocational class without resource services. The student needed 70 hours to be promoted to the tenth grade. The student repeated the ninth grade during his second year at Clarke Central. At this time he was introduced to the Related Vocational Program and received resource help in his regular vocational classes. The student received 55 of 90 hours attempted. Fifteen of these hours were in regular vocational classes with resource assistance, 15 in physical education, 15 in EMR resource classes and 10 in regular academic classes. During the last quarter of the student's second year, the RVI and VR personnel were able to assist the student in getting an on the job work site placement. The student worked one hour per day at a nearby middle school cafeteria in the kitchen. The RVI teacher supervised this placement and the student responded extremely well to the new placement and opportunity. The placement acted as an incentive to the student and he earned 30 of his 55 hours during that quarter. The student kept his job over the summer working as a summer school employee in the cafeteria two hours per day three days per

week.

During the first quarter of the student's third year at Clarke Central (the student was now a tenth grader), the project presented in this paper was implemented. The RVI and CEE teachers felt that the student would make an excellent participant in light of the reinforcing effect job placement seemed to have on the student. The student was also still having some difficulty with behavior in his regular classes and placement within the program was thought to be a possible solution to that problem. The student was enrolled in the Career Employment Experience class under the supervision of the CEE and RVI teachers and was assigned his same work site of the previous year. He was also enrolled in the Food Service course offered at the high school. Being enrolled in these two classes provided the student the opportunity to learn more specific work skills related to his work site such as sanitation, maintenance procedures, and career awareness and also to learn specific job skills such as promptness, dress, grooming, figuring wages, interpersonal relationships and work attitudes. The student earned 30 hours of 30 attempted the first quarter and repeated his performance the second quarter. The job site supervisor rated the student average during the first quarter and well above average the second quarter. The student is well on his way to being rated excellent during the last quarter and has improved his performance in his regular classes as well. The student spends four hours a day involved in the project. He spends one hour per day in the CEE class, two hours on the job during school hours, and one hour in the Food Service class. Through counseling and self evaluation the student has indicated that he feels his improvement is due to the educational alternative afforded him through the co-operative project of the CEE and RVI programs.

The projection for the future is that the student will continue to be a participant in the project until graduation. Again, even though only one example has been presented, it is believed that this student reflects the overall success of the project. It is the hope of the Career Employment Experience and Related Vocational Instruction teachers to continue to serve the handicapped students at Clarke Central through this project.

Bibliography

1. Douglas H. Gill, THE RELATED VOCATIONAL INSTRUCTION PROGRAM: Georgia's Approach to Vocational Education for the Handicapped at the Secondary Level, April, 1978, pgs. 5, 6, 7-9.

Anyone wishing further information or data regarding the project may write: Mr. Guy Parkinson Clarke Central High, 350 South Milledge Ave., Athens, GA. 30601 or call (404) 543-4111.